

Nevill Road Junior School

Behaviour and Discipline Policy



This policy should be read in conjunction with the school's Anti-bullying policy.

Aims and Expectations

- to ensure that every member of the school community feels valued, trusted and respected
- to ensure that each person is treated fairly and well
- to enable everyone to display good manners at all times
- to work together in a supportive, effective and considerate way
- to promote an environment where everyone feels happy, safe and secure
- to promote good relationships
- to enable children to become positive, responsible and increasingly independent members of our school community
- to reward good behaviour
- to develop an ethos of cooperation and kindness

Bullying will not be tolerated in our school. Sanctions dealing with incidents of bullying are detailed in our Anti-Bullying Policy.

The school adopts a positive Behaviour Management system, which is supported by a range of rewards.

Reward System

- House points awarded for good work and behaviour. Children belong to one of four teams: Montague (Red), Salisbury (Yellow), Beauchamp (Blue) Warwick (Green).
- Praise stickers/pads from teachers in recognition of good manners, good behaviour and good work.
- Showing pieces of work to the Headteacher and receiving Head teacher's special award tickets and certificates.
- Raffle tickets for showing actions linked to the "Thought of the Week" or for outstanding behaviour. These go into a prize draw which is drawn every Monday.
- Nomination of two children per week for the Achievement Certificate in recognition of academic/social achievements or linked to the "Thought of the Week". This is received in front of the school at Achievement Assembly on Monday.
- 100, 200, 300.... House points will receive certificates.

- Structured Golden Time end of Friday afternoon.
- Award to the class with the tidiest cloakroom area - 5 minutes extra playtime.
- Certificate for the class with the best weekly attendance - 5 minutes extra playtime.
- Each term certificates will be awarded to those with 100%, 98/99.9% and 96/97.9% attendance for the term.

Achievement Assembly

- This takes place at 10am on Monday morning.
- Achievement certificates are presented to 2 children from each class.
- Mr & Mrs Chops are presented to the class in each phase with the tidiest cloakroom.
- Children may share recent awards, certificates, trophies etc. with the school, received in pursuit of their own leisure time activities.
- Team point winners are announced and scores accumulate through the term. Each term the house that wins will have a reward in school time.
- Class attendance winners are announced, with the winners receiving a certificate and the attendance figures being put up on display in the hall.
- At the end of each term, an achievement assembly will be devoted to awarding attendance certificates.

Rights & Responsibilities

Our school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment.

We believe that all the children have the following rights, but these need to be reflected by the children's actions and responsibilities.

- To be respected - To show respect
- To be heard - To listen
- To be believed - To tell the truth
- To be trusted - To be trustworthy
- To learn - To allow teaching
- To be safe - To take care

These are supported by the Code of Conduct:

- Take care of yourself
- Take care of others
- Take care of our school and everything in it
- Try your best at all times
- Treat others as you would like to be treated

These guidelines are posted around school and within each class.
See Appendix 1.

The Role of Adults in School

- To ensure high expectations of the children.
- To treat each child fairly, with respect and understanding.
- To ensure that the school rules are enforced consistently and that the children behave in a responsible manner.
- To record incidents of poor behaviour and sanctions given in classroom/playground logs.
- To manage behaviour by reference to the list of "Good Choices" and "Poor Choices" and their associated consequences. See Appendix 2.
- To promote good behaviour through modelling it - speaking and acting in an appropriate way and treating others with respect.

School Sanctions for Unacceptable Behaviour in the playground

Despite everyone's best efforts, we have to accept that from time to time children make mistakes in relation to managing their own behaviour.

To deal with this, effectively and consistently, we have a process of sanctions to follow.

If children choose to make poor choices on the playground they will be dealt with in line with this policy and the school's Anti-bullying policy.

Each incident will be dealt with on an individual basis.

The member of staff (teacher or midday) on duty will allow both/all parties to recount their version of events, either by recording what the children say or by providing the children with paper and pens to write down their own account. Based on the accounts the member of staff will decide what sanction to impose.

These are as follows:

- A warning as to future conduct and 5 minutes missed time immediately.
- Missing the future playtime/lunchtime, supervised by the class teacher, phase leader or Headteacher.
- Not being allowed to participate in the activity which led to the incident e.g. no football, not taking part in a lunchtime club, not being allowed to play on the climbing frame/monkey bars. This will have been relayed to the class teacher and all members of staff who are on duty on the playground on that day, to ensure that the sanction occurs.

Whatever decision is taken, the incident and sanction will be recorded in the playground "Incidents and Sanctions" book and the class teacher will be informed.

If the incident leads to First Aid needing to be administered, the "Accident, Incident, Illness and Near Miss report" will be completed. See Appendix 3.

Parents will be informed of any injury and the report will be passed to the class teacher or Deputy Head (depending on the severity of the incident). The teacher will then record, on the sheet, any action taken and the sheets will be sent to the Headteacher at the end of each week. These will then be stored securely in the Headteacher's office.

If the Deputy Head is not in school, or the incident involves extreme physical violence, then the Headteacher should be informed. The Deputy Head will update the Headteacher on all other incidents.

School Sanctions for Unacceptable Behaviour in class

If children choose to make poor choices in class, which cause disruption to others, they will be given a verbal warning.

If a second verbal warning has to be given then their name will be put on the board.

If the poor choices continue after this then their name will be marked in a clear way and they will lose 5 minutes of Golden Time, playtime or lunchtime, depending on what their class teacher feels is the most appropriate for them.

If poor choices are still made after this, the incidents will be recorded in the "Incident and Sanctions" book and the child will have up to 10 minutes isolation within the classroom.

They may return to work at their usual place if this has the desired impact of improving behaviour.

However, if this "time-out" has no impact then the child will be sent to the Deputy Head, phase leader or a partner class to work, until such time as they show that they can return to their own class and work in the expected way.

If the child continues to make poor choices they will be sent to the Headteacher who will either contact parents or impose additional sanctions, such as working in her office/away from their peers.

Teachers will use their professional judgement to manage challenging behaviour using a variety of strategies. Serious or continual incidents will be recorded in the class

"Incidents and Sanctions" book. If the strategies are unsuccessful parents will be informed that formal procedures will now be adopted as follows:

Formal Procedures

Stage 1 - on report

Teacher informs parents to discuss child's behaviour and strategies for improvement. The child will then be put on a weekly report. This report will last for a minimum of 2 weeks and a maximum of 8 weeks. It will be reviewed every 2 weeks.

The SENCO will be informed and the involvement of any outside agencies e.g. Behaviour Support, Educational Psychologist, CAMHS, Primary Jigsaw will be considered.

If there is no improvement after this, the next stage will be considered.

Stage 2 - behaviour contract

The Headteacher will be informed. Parents will be contacted and invited into school for a discussion with the Headteacher in order to draw up clear specific rules which the child **must** uphold in order to remain in school.

This will be reviewed weekly and will not last for more than 4 weeks.

It will be made clear that if behaviour does not improve then an internal exclusion will be considered.

Stage 3 - internal exclusion

If the child fails to uphold the clear specific rules from Stage 2 then they will complete an internal exclusion of up to 5 days.

This will mean that the child has no contact with their own class and no access to playground, extra-curricular or enrichment activities.

Parents and the Chair of the Pupil Discipline Committee will be informed by letter.

If behaviour improves the child will revert to Stage 2 of the procedures.

If behaviour does not improve the child will move to Stage 4.

Stage 4 - fixed short term exclusion

This will last for up to 5 days per term, depending on the severity of the behaviour and following latest government guidance.

Parents, the Chair of Governors and the Local Authority will be informed.

Parents may make representations to the Pupil Discipline Committee which may meet but cannot reinstate the child.

Upon return to school the child will remain on a behaviour contract or on report for a minimum of 4 weeks.

If behaviour still does not improve then the child will move to Stage 5.

Stage 5 - fixed long term exclusion

This can last for up to 45 days per year.

Parents, the Chair of Governors and the Local Authority will be informed.

The Pupil Discipline Committee will meet where the parents/child or representative may attend/make representation.

The LA Officer must be invited to attend but may not reinstate the child.

The Pupil Discipline Committee will either reinstate the child or uphold the exclusion.

Upon return to school, or if reinstated, the child will remain on a behaviour contract or on report for a minimum of 8 weeks.

If behaviour still does not improve then the final stage of formal procedures will be reached.

Stage 6 - permanent exclusion by the Pupil Discipline Committee

Parents, the Chair of Governors and the Local Authority will be informed.

The Pupil Discipline Committee will meet and consider all representations and reports (parents/child may attend).

The Pupil Discipline Committee will either reinstate the child or uphold the exclusion.

Parents will be notified of their right to appeal.

If the appeal is successful, or the child is reinstated, then they will remain on a behaviour contract or on report for the maximum 16 weeks.

If the appeal is unsuccessful the child will be removed from the school role.

All serious incidents need to be treated on an individual basis. The Headteacher reserves the right to manage the situation as she sees fit, and to invoke any of the above procedures.

In **exceptional circumstances** permanent exclusion may be considered for a first or "one off" offence.

These may include:

- Serious actual or threatened violence against another pupil or member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Serious deliberate damage to school property.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the Schools Standards and Framework Act 1998 to implement the school behaviour policy consistently through the school and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.

The Headteacher keeps records of all reported serious incidents of behaviour.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representations by parents or the LA and consider whether the pupil should be reinstated.

If the governors' appeal panel decides that a pupil should be reinstated then the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, reporting to the Governing Body on the effectiveness of this policy and if necessary, makes recommendations for further improvements.

The Headteacher keeps written records along with copies of referral sheets for incidents of repeated or serious misbehaviour.

The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Policy agreed: _____

Signed:

Headteacher _____

Date:

Chair of Governors _____

Date:

Appendices

Appendix 1 - Copy of the "Rights and Responsibilities" posters.

Appendix 2 - List of "Good Choices" and "Poor Choices".

Appendix 3 - Copy of the "Accident, Incident, Illness and Near Miss" report.